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# RESEARCH CENTER FOR HIGHER EDUCATION 2000-2001

AUTHOR(S):

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## RESEARCH CENTER FOR HIGHER EDUCATION 2000-2001

Yoshida-Honmachi, Sakyoku, Kyoto 606-8501

Tel. (075) 753-3087

Fax. (075) 753-3045

<http://www.adm.kyoto-u.ac.jp/highedu/>

Director: Mitsuhiro ARAKI, D.Eng.

### 1. INTRODUCTION

The Research Center for Higher Education was established in 1994 as an Inter-Faculty Research Center for studies of the problems facing higher education in this era of university popularization and globalization. This center is managed by six staff members who are engaged in research, and is also administered by the governing committee consisting of professors from this and other faculties. It is the first national research institute for academic staff development, as well as for the improvement of curricula and educational evaluation in universities. Its main aim is to make further development of studies on teaching methods and systems for higher education. It also concerns with various fields of higher education studies including university management and student services.

The following are the main fields:

1. Investigation and research of creative and critical thinking, and its development through higher education
2. Reform of university curricula, including exemplification of educational contents in various fields and levels
3. Development of evaluation systems for university education
4. Practical counselings, seminars and training courses for academic staff development
5. International and interdisciplinary researches on staff development
6. Research on adolescent mentality and student services

In every field, the center focuses on integration of theory and practice.

### 2. ACTIVITIES

#### 1. RESEARCH AND STUDY

##### *Research on Teaching and Learning, and Mutual Training (Faculty Development) through Open Laboratory Class*

Since 1996, the center has been holding "Open Laboratory Class" which is open for professors who want to visit from this and other universities. The classes are given mainly by staff of the center, and the behaviors of students and lecturer are observed ethnographically and recorded on video, and afterwards, attending professors discuss the class with the lecturer. Through this procedure, they are intended to have the opportunity for research and mutual training in teaching. The outcomes of this experiment are published

annually.

### *Class Visit Project*

In 2000, the center started a new project in which staffs visit various classes of this university, with the ethnographic observation and interview of lecturers and students. We can collect the know-how or knowledge of teaching invented by these lecturers, and accumulate it as a resource for staff development. The findings are also feed-backed to the lecturer to help them to reflect and develop their teaching. This visit is intended not to be an outreach of the knowledge, but to be the network for the mutual learning community of faculties.

### *Research on Higher education Evaluation*

The study for higher education evaluation is one of the important fields of center's activity. In 1999, the center's fifth year, a self-evaluation and an external review were carried out. This was not merely a one-time evaluation as a special event or overview description, but an action-research into evaluation. The research generated from the study will help and develop the daily activities of various university departments and institutions.

### *Research on Student Services*

The center has been doing research on theories and systems of Student Services (or SPS; Student Personnel Services). This research aims to support students' personal growth in all facets of their lives, including extra-curriculum activities. These results are used to meet the expectation modern societies and the demands of higher education.

### *Psychological Research on Students and Adolescents*

Understanding today's students will be helpful when university reform is designed. The center has been investigating adolescent theories by using questionnaire surveys and interviews targeting students in adolescence, which is one of the most critical periods of their lives.

### *Questionnaire Survey concerning Development of Teaching and Evaluation Systems*

#### 1) Questionnaire survey to Kyoto University Graduates

Questionnaire survey was implemented in 1996 to Kyoto University Graduates of the past three decades in order to grasp the changing needs and the effects of university education. The findings published in 1997 are referred to when university curricula and system reforms are designed.

#### 2) Cooperation in Questionnaire Survey to 4th Years Students

In 1996, the center cooperated with the "Reviewing Committee for General Education" in carrying out the questionnaire survey to 4th years students to gain information of their life style and learning activities.

#### 3) Questionnaire Survey to Professors

Questionnaires survey targeted to professors of Kyoto Universities was carried out in 1998, to gain the information concerning to their interests and opinions in academic staff development and university reform.

## 2. LECTURE AND SEMINAR

### *Monthly Open Seminar*

Seminars or meetings are held monthly as a general rule, in which the latest results of higher education

studies are presented by the staffs of the center or guest speakers. This seminar is open to everyone, and therefore it plays an important role in disseminating information concerning higher education studies in the universities and the wider community.

#### *Forum of University Reform*

This forum is held once a year and is mainly targeted to higher education researchers and administrators including presidents and deans. Guest speakers as well as the staffs of the center give speeches, and various topics and problems relating to university reforms are discussed.

#### *Workshop: "Education of Kyoto University"*

Kyoto University organized the summer workshop called "Education of Kyoto University" to improve its education. Professors from all faculties attend to discuss the various problems of the education of Kyoto University. The center plays an important part in managing and planning this workshop.

### 3. EDUCATION (2000-2001)

#### 1. UNDERGRADUATE EDUCATION

Research Center for Higher Education offers five classes for "Subjects Common to All Faculties" of Kyoto University. One of them is "Lifecycle and Education", which is assigned to the Open Laboratory Class. The second is "DAIGAKU or Higher Education" which is managed by Associate Prof. Ishimura. This class are given in omnibus manner, so that students (mainly freshman) have an occasion to consider their purposes in attending university, their student life, their learning, and so on. The third is "Education and Communication". This course is a seminar for 2nd and elder year students, in which students communicate not only at face-to-face situation but also on Internet. At the same time, this seminar joins with that of Keio University, Shonan-Fujisawa. Through these various situations, it is intended to provide students with the opportunity to reflect their communication and themselves. The fourth is "Freshman Seminar on Higher Education", which gives occasions for the freshmen to reflect their own learning in the university. The fifth is "Psychology of College Students" managed by Prof. Mizokami. This course provides students (mainly freshmen) with opportunities to find their personal themes for learning at university or during university students period, and to experience the process to deepen and develop them as well.

#### 2. GRADUATE COURSE

In 1998, the Department of Higher Education Research and Development was established in Graduate School of Education as a joint department offered by the center.

The courses are designed to cover various fields of higher education studies such as development of teaching and learning systems, development of evaluation systems, research on system and policy of higher education, and research on student affairs. Major focuses of these courses concern the integration of theory and practice.

It offers students the training to master basic methods and theories of higher education studies including reading papers and books, video taping analysis, questionnaire methods, and ethnographical approaches, so that they can plan and accomplish their own researches following their interests.

Students wishing to enter this department have to pass the master's course entrance examination held by Graduate School of Education. The master's degree is awarded upon acquisition of required credits and

favorable acceptance of the thesis.

#### 4. INTERNATIONAL EXCHANGE

##### 1. GUEST SCHOLARS OR VISITING RESEARCH SCHOLARS

The center is open to receive guest scholars and professors from overseas. To date, the center has received four guest scholars from Harvard University (United States), Universidad de las Americas, Puebla (Mexico), and so on.

##### 2. OVERSEAS STUDENTS

The center is also open for students from abroad who want to study at our center. They are requested to master Japanese in advance. In order to become a graduate course student, a student must pass the entrance examination held by Graduate School of Education. Research student status is also an option available to overseas students.

#### 5. PUBLICATION

The center published the following books and journals.

1. *"Kyoto University Researches in Higher Education"* is annually published as the journal of this center. One can contribute papers on higher education studies written in Japanese (English is another available options).
2. Series of books named *"Kyoto University's Library for Higher Education Research"* are to publish the result of researches of this center. Nine books have been already published.
  - Vol. 1 "The questionnaire survey into Kyoto University graduates" 31st March 1997
  - Vol. 2 "The initial studies for Higher Education " 30th June 1997
  - Vol. 3 "Open Laboratory Class in 1996" 31st March 1998
  - Vol. 4 "Open Laboratory Class in 1997" 31st March 1999
  - Vol. 5 "The questionnaire survey into Kyoto University professors for the improvement of higher education " 25th March 1999
  - Vol. 6 "Open Laboratory Class in 1998" 31st March 2000
  - Vol. 7 "Challenging New Style Education; KKJ project (Kyoto-Keio Joint Seminar: Learning through classroom, Internet and retreat experience" 31st March 2000
  - Vol. 8 "Open Laboratory Class in 1999" 31st March 2000
  - Vol. 9 "Towards the generative evaluation for organizations: Self-study and external review report" 31st March 2000
  - Vol. 10 "Open Laboratory Class in 2000" 31st March 2001.
  - Vol. 11 " Project Visiting Class " 31st March 2001.
3. "For Research and Development of Teaching System" was the first book of this center published in 1995. *"Toward the Openness of University Classes — First year of the Open Laboratory Class of Kyoto University"* was published in 1997 as the first book on Open Laboratory Class, and *"The fieldwork into University Class"* was published in 2000 as the second one.

## 6. STAFF

### Professor

FUJIOKA, Kanji, Teaching method, Teacher education.

TANAKA, Tsunemi, Educational philosophies

### Associate Professor

ISHIMURA Masao, System, policy, and organization in higher education

OYAMA, Yasuhiro, Clinical psychology, Evaluation of higher education.

### Lecturer

MIZOKAMI, Shinichi, University student psychology, University curriculum

### Instructor

SHINTO, Takaaki, Educational psychology, Developmental psychology

### Clerical Employee

KANZAKI, Naomi

YOSHIMURA, Kayo

YAMASHITA, Fumie